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ABSTRACT

This final report covers a three-year demonstration program that served primarily as a practicum for students in a leadership training program. In addition, some research was conducted. The demonstration portion of the leadership training program essentially provided for two basic classes of 16 three- and four-year-old preschool disadvantaged children. Research was conducted to determine (1) At what age is intervention most effective? (2) What kind of intervention is most effective? (3) How long should special intervention be continued? and (4) Can a structured program be implemented by paraprofessionals in the home or in a classroom setting? Research findings were utilized in determining the teaching strategies and the curriculum content used in the demonstration classes. The Karnes, or Ameliorative, Curriculum was the basic curriculum used, and the Karnes program for working with parents was also an integral part of the program. The demonstration classes served the trainees in the following ways: (1) observation of disadvantaged children; (2) practicum in teaching the disadvantaged; (3) development of lesson plans and instructional materials; (4) administration of tests; (5) utilization of ancillary personnel; (6) record keeping; (7) studies as part of coursework; (8) working with parents; (9) interpreting the program; (10) use of instructional models; and (11) observation of application of research findings. Other university programs for young children are reviewed. (DB)

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FINAL REPORT

of

DEMONSTRATION PROGRAM WITH PRESCHOOL DISADVANTAGED

for period September 1967-September 1970

Funded by Office of Economic Opportunity

Grant Number OEG 8889 A/3
Demonstration

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DEMONSTRATION PROGRAM

This is the final report covering a three-year grant (September, 1967-September, 1970) of a demonstration program which served primarily as a practicum for students in a leadership training program also financed by the Office of Economic Opportunity the first two years of this granting period. The last year the training component was under the Office of Child Development. Secondly, these classes were made available to visitors throughout the country and from foreign countries. Thirdly, some research was conducted with the children in the classes and with the parents.

Practicum for Students

This section of the report will provide information regarding the two basic demonstration classes and how these classes were utilized in the training program. Other experiences afforded the trainees on a demonstration basis will also be reviewed. The knowledge and skills gained from the practicum in the basic classes were such that even before completion of their training, the trainees had achieved sufficient competence to conduct workshops in several communities in Illinois and nearby states.

The demonstration portion of the Leadership Training Program for Administrators of Programs for the Preschool Disadvantaged essentially provided for two basic classes of 16 three- and four-year-old preschool disadvantaged children. Each class was staffed by a head teacher and a teacher assistant. As stated in the original proposal, these classes were not designed specifically to be research classes, but research findings were utilized in determining the teaching strategies and the content of the curriculum. In the spring of 1965, a joint proposal was sent to the Office of Education and the Office of Economic Opportunity. The Office of Education proposal for research was funded and initiated in the fall of 1965. The Office of Economic Opportunity component was funded in the summer of 1967.

While it was the intent from the beginning to utilize research findings in determining the content of the demonstration classes, as it so happened, the delay in funding from OEO from 1965 to 1967 had some real advantages. There was sufficient time to test some hypotheses in the research setting that made it possible to have research findings that could be utilized in the demonstration classes.

The research that was supported by the Office of Education concentrated generally on developing and testing various approaches for educating disadvantaged children. The attached reprints and a mimeographed speech presented at the American Education Research Association presents research findings in this area. The four major questions posed by the research are: (1) At what age is intervention most effective? (2) What kind of intervention is most effective? (3) How long should special intervention be continued? and (4) Can a structured program be implemented by paraprofessionals in the home or in a classroom setting?

The Karnes curriculum, referred to as the Ameliorative Curriculum, was the basic curriculum used in the demonstration classes. The Karnes program for working with parents of the disadvantaged was also an integral part of the demonstration program. Reprints of the Karnes research have been submitted previously with progress reports.

The demonstration classes which were conducted primarily for the benefit of the trainees served them in the following ways:

1. Observation of Disadvantaged Children. While all trainees had had some experience working with young children, a number had never worked with the disadvantaged and needed to become thoroughly familiar with the strengths as well as the weaknesses of these children. Further, coursework is more meaningful when trainees are concurrently involved in observing and working with children. Trainees were scheduled for intensive observation of the children in the preschool

situation. They were also scheduled to participate with the teachers in preparation meetings before the children arrived and in follow-up meetings after the children left. In the post-class sessions, the day's program was evaluated and specific plans were made to help individual children.

2. Practicum in Teaching the Disadvantaged. In the first year's Leadership Training Program, the trainees spent considerable time the first semester observing the demonstration-research classes and other programs for preschool children. One of the major suggestions of these trainees for the improvement of the program was to provide opportunities for trainees to teach the first semester rather than to delay this experience until the second semester. This suggestion was incorporated into the second and third year's Leadership Training Program. The increased demands on the trainees for more intensive practicum experiences had to be carefully planned and scheduled early in the semester. The trainees were able to plan their work in such a way that their coursework did not suffer. An attempt was made to meet the individual needs of all trainees. For those whose work with young children, especially with the disadvantaged, had been limited, more extensive classroom teaching was required.

A strength of the demonstration-research classes was that the head teachers and assistants had worked in the program previously and were thoroughly familiar with the Karnes approach. They were able to assist the trainees in developing the skills necessary to implement this approach in a competent manner. The intensive preplanning before the arrival of the children and the evaluation after the children left helped teachers and trainees adjust their offerings to meet the individual needs of the children and to improve their methods of instruction. It was felt that the trainees would be in a much better position to direct an in-service training program on the job after completing this training program if they had been actively involved in such a program themselves. In other words,

it is difficult to discuss ways of teaching the disadvantaged if one has never had any personal experiences in doing so. Trainees were periodically evaluated by the head teacher. This practicum grade constituted a portion of the grade for two classes that have laboratory requirements.

3. Development of Lesson Plans and Materials of Instruction. Within the framework of the approach used in the demonstration-research classes, trainees were encouraged to develop their own daily lesson plans and to assemble and frequently to create their own instructional materials to use during the blocks of time they were scheduled to teach. This experience enabled the trainees to obtain immediate feedback regarding the effectiveness of their plans and materials. The head teacher and other trainees present observed and later gave suggestions for improving teaching strategy. Lesson plans were submitted to the head teacher for criticism. Often the trainees asked the help of the head teacher in developing lesson plans. The responsibilities of the head teacher, the assistant teacher, and the trainees were carefully defined by the project staff.

4. Administration of Tests. To become competent examiners, trainees administered tests to the children in the demonstration-research classes. They did not administer the instruments which were included in the research battery. They did, for example, administer the Slosson Intelligence Test. The correlation of these scores with the Binet scores were computed to determine the relationship between the two instruments and constituted a good learning experience for the trainees.

5. Utilization of Ancillary Personnel. Some of the trainees had never worked in a program which provided psychological and social worker services. Since these staff members are vital to any Head Start program, it was essential for the trainees to become thoroughly familiar with the competencies and contributions of such key staff members. Through individual conferences, case

conferences on children, and group discussions of particular children in the basic classes and the families of these children, the trainees were provided with a wealth of information as to how social workers and psychologists can provide valuable services to a preschool program for the disadvantaged.

6. Record Keeping. The trainees had access to the records kept on each child in the basic classes. They soon learned the value of an organized systematic plan for keeping records and especially the kinds of pertinent information that should be kept on each child. There was an effort to involve the trainees in evaluating the current record keeping forms and in making improvements.

7. Studies in Connection With Classwork. The data gathered on children in the demonstration classes were utilized by trainees in studies they were conducting as part of their coursework. Thus, the children in the demonstration classes were readily available as subjects in investigations conducted by individual trainees.

8. Working With Parents. Since work with parents is a vital part of any Head Start program, it was essential that the trainees become well versed in effective ways of working with parents. All trainees spent some time concentrating on work with parents.

No volunteers were involved in the demonstration classes primarily because it was felt that too many adults would interfere with and limit the extent to which the trainees could become involved. Trainees did, during the year, have many opportunities to learn how to solicit and work with volunteers, especially in their work with the local summer Head Start program.

9. Interpreting the Program. During the three-year period there were hundreds of visitors from all over the country who came to visit the research and demonstration classes. After hearing a regular staff member interpret the program, the trainees had opportunities to talk with visitors. The importance of good interpretation and good public relations was stressed.

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The newspapers during the three years wrote feature articles on the program for the disadvantaged children. Trainees became aware of the kind of information published in the local newspapers which could be helpful to the program and, also, the kind that works against the program.

For the Twenty-First Century program entitled "Cradle to Classroom," filmed by CBS in 1968, staff from this network spent approximately a week filming the research program and the parent program in connection with the demonstration classes. Trainees learned about the legal safeguards one must take in connection with such a cooperative arrangement as well as safeguards to insure good interpretation of the program.

Unfortunately, while two hours of the parent program were filmed, this aspect of the program was not shown on the CBS program.

In 1969, the American Institute for Research in Palo Alto, California, chose the Karnes program as one of the five most innovative preschool programs.

10. Use of Instructional Models. Trainees during the three-year period became proficient in using two instructional models: one derived from the Illinois Test of Psycholinguistic Abilities and the other from the Guilford Structure of the Intellect.

11. Opportunities to Observe Research Findings Incorporated Into Practice. The demonstration-research classes illustrate how the gap between research and practice can be lessened. Research findings were incorporated into the program of these classes and, in addition, trainees became aware of many unanswered questions that need to be investigated.

Other Experiences Afforded
the Trainees on a Demonstration Basis

We are most fortunate here at the University of Illinois, as well as in the public schools of the community, to have such a wide variety of programs for young children. The trainees were able to observe these programs and obtain a broad

background of the various approaches used in educating young children who are disadvantaged, those who are handicapped, and those who are advantaged. These programs are briefly reviewed as follows:

Child Development Laboratory. The program for young children which has been in existence longer than any of the others is that conducted in the Division of Child Development and Family Relations by Dr. Queenie Mills. The housing for this program is outstanding and since it was specifically designed so that the children could be readily observed by students, the trainees in our program could take full advantage of observational provisions and were specifically scheduled to observe in these classes. They were able to observe first hand an excellent program for children who are advantaged. Thus, they could compare children from disadvantaged homes with those from advantaged homes on various aspects of their development.

During the academic year, the Child Development Laboratory had two groups of twenty each of three-year-olds and two groups of twenty each of four-year-olds. During the summer session, there were two groups of twenty children each made up of a combination of three-, four-, and five-year-olds in each group.

The curriculum in the classes at the Child Development Laboratory, contrary to the traditional more stereotyped curriculum, places more emphasis on cognitive development rather than having the major focus on social development, although such skills are felt to be of importance. New knowledge of human development and the total development of the child in our changing world provide the basic guidelines in developing this dynamic, ever evolving, challenging curriculum.

Child Behavior Laboratory. Dr. Sidney Bijou, using operant techniques, had two classes of twelve children each who had adjustment problems. Dr. Bijou interpreted the program to the trainees using films, and permitted them to visit in the program. These classes are located in Colonel Wolfe School where our demonstration classes were held.

Bereiter-Engelmann Direct Verbal Instruction Program. In Colonel Wolfe School there were also two classes of four- and five-year-old disadvantaged children, fifteen children each, who were enrolled in a Bereiter-Engelmann program. Mr. Engelmann spent all morning for two weeks each year instructing the trainees on how to teach disadvantaged children using the direct verbal approach. In addition, the trainees observed the instructional program and sat in on some of Mr. Engelmann's workshops. Since this is one, if not the most, controversial program, it was felt that the trainees should have a good understanding of the program from those who developed it and to see the program in action for themselves.

Montessori Program. Since the Montessori program is considered by some authorities to be a good approach for the disadvantaged, it was felt that the trainees should have a thorough understanding of this approach. In addition, the trainees also had access to research data collected in order to test the appropriateness of this approach.

The trainees had opportunities to become familiar with an authentic Montessori program which had enrolled in it sixteen culturally disadvantaged four-year-old children. They took the responsibility for recruiting subjects, gathering social history, obtaining health and medical information, arranging for the child to have a physical examination, and administering tests to the subjects.

Trainees were required to observe the classes at certain scheduled intervals, to record their observations, to have parent conferences, and to work closely with the teacher. They were given the experience of being able to follow one child through both semesters and write a detailed case study.

Preschool Classes for Handicapped Children in the Public Schools. In the Champaign Public Schools there are classes for the preschool deaf and the preschool orthopedically handicapped. Trainees were scheduled to visit these classes since

handicapped children are found in Head Start classes. They also visited programs for elementary age mentally handicapped, blind, partially sighted, emotionally disturbed, and socially maladjusted.

Trainees in Leadership Program

The following represents the trainees who gained important competencies in the demonstration program.

1967-68

Name	Origin	Present or most recent position known
Dorothy Bohac	Austin, Tex.	State Dept. of Education, Early Education, Austin, Texas
Juanita Briggs	Birmingham, Ala.	Parent-Child Center Director, Birmingham, Alabama
Peter Toohey	Marlboro, Mass.	Asst. Superintendent of Douglas School System, Ellsworth Air Force Base, South Dakota
Roger Rugg	Orangevale, Calif.	Ypsilanti Follow-Thru Program, Michigan University, Ypsilanti, Michigan
Mel Noe	Mt. Carmel, Ill.	Parent-Child Center Director, Mt. Carmel, Illinois
Lilly D. McEchearn) William McEchearn)	Urbana, Ill.	First year after training, Mr. McEchearn was RTO in West Va. and Mrs. McEchearn worked in a project at the University. This project involved parents of the disadvantaged. Mr. McEchearn is Educational Director, Unitarian Church, Indianapolis, Indiana
Patricia Koch	Tempe, Ariz.	Phoenix, Arizona
J. Keith Godshall	Colorado Springs, Colo.	Colorado--junior college training paraprofessionals
Ronald Domagala	Crystal Lake, Ill.	Preschool Consultant, Illinois Dept. of Mental Health, Adler Zone Center, Champaign, Ill.
George Carlisto	Fort Plain, New York	New York--junior college teacher training in early childhood
Robert Ogle	Oklahoma City, Okla.	Director of programs for the disadvantaged in Sacramento School District, California

1968-69

Earladeen Badger	Urbana, Ill.	Consultant to Parent-Child Center, Mt. Carmel, Illinois, and other Parent-Child Centers
Vernon Clark	Norfolk, Va.	New Haven Model Cities Program, University of Connecticut
Hazel Coleman	Jackson, Miss.	Unemployed
Henry Hauck	Sioux Falls, S.D.	School Psychologist and Consultant to Indian Head Start and Day Care Centers, North Dakota
Sarah Jarvis	Boston, Mass.	Ecumenical Center in Roxbury, Massachusetts (Day Care Center)
William Morgan	Monroe, La.	RTO, University of Missouri
Robert Morrow	Montour Falls, N.Y.	RTO, University of Colorado
Shirley Muller	Chicago, Ill.	Teacher, Parkland Junior College, Champaign, Illinois
Iva Dene McCleary	Camdenton, Mo.	Regional Media Center, U. of Utah, Salt Lake City
Henry Rawls	Columbus, Ohio	University of Illinois doctoral student
Charlotte Wheeler	Carbondale, Ill.	Head Start Director, Archdiocese of Detroit
Kathrine Whieldon	Santa Cruz, Calif.	Junior college staff--southern California

1969-70

Janice Edwards	Chicago, Ill.	Primary Teacher, Chicago Public Schools--Poverty area
Herman Green	Jacksonville, Fla.	Director, Champaign County Head Start, Champaign, Illinois
Edward Katz	McMinnville, Ore.	RTO, West Virginia
Robert Lemons	Kankakee, Ill.	Head Start Program, Kankakee, Illinois
William McGinnis	San Diego, Calif.	Director of Education, Head Start, San Diego, California
Frank Myles	Monroe, La.	Monroe, Louisiana, school system--working with disadvantaged

Patricia Needle	Urbana, Ill.	Office of Child Development, Washington, D.C.
Helen Nemetz	Farmington, Mo.	RTO, Iowa
Donna Powell	Corvallis, Ore.	Unknown
Diane Samardzich	Chicago, Ill.	Supervisor of Special Education (emotionally disturbed, disadvantaged), Evanston, Illinois
Edward Sherman	Yonkers, N.Y.	Assistant Director, Field Services, Head Start, Greensboro, N.C.
Zemula Woods	Mobile, Alabama	RTO, Alabama
Delores Woodward	Atlanta, Ga.	Director of Day Care Center, Atlanta, Georgia
Charmaine Young	New Orleans, La.	Director of Regional Instructional Materials Center, Urbana, Illinois

Research

Some of the research conducted at this site was partially supported by the Office of Education and partially by the Office of Economic Opportunity. This joint research is published in the following articles:

Karnes, M.B., Zehrbach, R.R., & Teska, J.A. A new professional role in early childhood education. Interchange, 1971 2 (2), 89-105.

Model Programs, Childhood Education--Mothers' Training Program, Urbana, Illinois. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office (Catalog No. HE 5.220:20147). 1970.

Karnes, M.B., Teska, J.A., Hodgins, A.S., & Badger, E.D. Educational intervention at home by mothers of disadvantaged infants. Child Development, December 1970, 41, 925-935.

Karnes, M.B., Teska, J.A., & Hodgins, A.S. The successful implementation of a highly specific preschool instructional program by paraprofessional teachers. Journal of Special Education. Winter-Spring 1970, 4,(69-80.

Summary

A review of the three years of the outputs of the joint demonstration-training program reveals that the program has met its goals well beyond reasonable expectations. For example, the first goal, which was to provide quality practicum experiences for leadership personnel, was accomplished in that a great majority

of the students have demonstrated competencies by assuming leadership positions. (See list of current positions of trainees.)

The second goal of demonstrating for personnel elsewhere an effective approach for working with disadvantaged children and their parents was met. Interested persons from all over this country and abroad are represented among the visitors totaling almost a thousand.

While the project was not committed to conduct research, some important questions were pursued on a research basis. The results were published in reputable journals and presented at professional meetings such as American Psychological Association Convention, American Educational Research Association Conventions, and Council for Exceptional Children.

In addition, national recognition was given to the program by CBS, the Office of Education in its series of pamphlets It Works, by the Institute at Palo Alto, California, and at the White House Conference on Children and Youth in 1970.